

Abstract

In the 21st century, higher education institutions (HEIs), as well as the sector in general, face many challenges related to achieving a balance between responding to and initiating change. Their problems are further exacerbated by the necessity to serve national needs as well as to be world players who can meet global needs. Government initiatives to reform higher education systems focus on transforming institutions to meet national needs and to make their nations competitive in a global world. In contrast, most institutions focus their transformation on survival and competition with other institutions in the sector as well as outside the sector. Meeting national needs has been relatively easier to achieve because the institutions were set up with that requirement in mind. What remains a challenge is to redefine higher education and its role in a globalized world in which global challenges need global solutions. Institutional initiatives to address global problems, however limited, have been essential for linking institutions to the global development agenda, although their contribution to sustainable development at a global level has been inadequate. There is a need for new types of institutions that will tackle global issues and focus on an agenda for human and social development.

INTRODUCTION

The role of higher education in human and social development remains unchallenged. Over centuries, higher education has contributed to the advancement of industrialized countries and attempts have been made in developing countries to structure and transform higher education to play a role in development. The challenge for HEIs has been for them to find balance between the important role they play in economic development and their role in human and social development. The unbalanced focus on some forms of development has led to problems in the sustainability of those developments. Growing concerns over issues of world sustainability have been raised at world conferences on sustainability, such as the

one hosted in South Africa in 2004, and by politicians such as Al Gore in the film *An Inconvenient Truth*. Thus, attempts have been made to bring to the attention of society some of the problems we face in the world and not just as individual nations.

Higher education systems, originally established to serve the needs of nation-states, are currently challenged to address needs that go beyond this framework. Through globalization, the world has become more connected, with unequal benefits to different nations. The connections are mainly economic in nature, but they have a political, social and cultural impact on all nations. It is in this sense that HEIs are challenged to address the impact of changes taking place globally and not just within the nation-states. The impact of globalization on higher education and its impact on human and social development are addressed in this report in the paper by Deepak Nayyar.

Increased economic activity between nations has pushed the critical role that higher education plays in development to the forefront. This is indicated by the increased interest of governments, individually or as a collective such as the European Union, in transforming their higher education systems to make them more responsive to emerging needs that are mainly economic in nature. The Bologna Process of restructuring qualifications and improving mobility is in line with the region's vision for major economic development. The European Union has made inroads into addressing the transformation of higher education to ensure that the sector furthers the goals set by the Union. There have been many seminars and conferences organized to address issues relating to the future of universities and their role in research and knowledge development education as part of the activities surrounding Vision 2020. The Southern African Development Community *Protocol on Education and Training* (1997) is another example of an initiative that aims to improve economic development in the region. These are just examples that indicate a revisiting of missions at regional and systemic levels that impact on higher education institutions and the role they

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have to play in increasing access and in developing the capacity for economic development.

REDEFINING THE ROLE OF HIGHER EDUCATION

Individual governments all over the world have embarked on major transformations to restructure their higher education systems. China, for example, has focused on improving access, improving the quality of its institutions, and improving the system's efficiency through mergers. A push to achieve efficiency at the systemic level has resulted in governments proposing mergers of institutions. China reduced the number of higher education institutions from 612 to 250 (Chen, 2002), South Africa reduced the number of institutions from 36 to 22, and Finland has a proposal to reduce its 50 institutions to 25 at most (Eurometri, 2007). Such reductions are happening as student numbers are increasing, and the rationale is to have fewer, good-quality, efficiently run institutions rather than a greater number of wasteful institutions. A source of concern, however, is that these changes are driven more by the need to achieve efficiency and reduce wastage, which have become primary goals, than by the desire to contribute to human and social development.

Governments are prioritizing economic development, as is evident in the case of South Africa where, out of frustration that the higher education system was not playing a decisive role in supporting an emerging economic development agenda, President Mbeki appointed, and chairs, the Presidential Working Group on Higher Education, which consists of all university leaders as well as some key government ministers. He has often raised issues related to the role of universities in development, and in the case of South Africa that role is to be framed within the context of a developmental state. The implication is that government must pay more attention to higher education's role in economic development. As a result, the Minister of Education has pushed HEIs to reduce their intake of students in the arts and humanities in order for them to increase student numbers in other fields, mainly science and business. In 2005, the US Secretary of Education Margaret Spelling appointed the Commission on the Future of Higher Education to develop a comprehensive national strategy for post-secondary education that will meet the needs of America's diverse population and also address the economic and workforce needs of the 21st century. In November 2006, Turkey hosted a high-profile conference that discussed the vision for higher education for 2023 with an emphasis on economic development. These are but a few examples of a push for an economic development agenda with little mention of human and

social development. In instances in which forms of development other than economic development are mentioned, either they are simply an addition to the main agenda or no clear strategies are put forward regarding how they are to be achieved.

There is also renewed interest among donor and development agencies in the role of higher education in development. Recent World Bank reports such as *Constructing Knowledge Societies: New Challenges for Tertiary Education* (2002) and the World Bank/UNESCO report *Higher Education in Developing Countries: Peril and Promise* (2000) refocus on the role of higher education in development. The focus, though, is more on economic development – with social development mentioned in passing. The emphasis is on how governments are to develop their human capacity in order to be able to respond to market-driven changes in their economies. There has been renewed interest in African higher education through initiatives such as the Partnership in Higher Education in Africa, which has committed millions of dollars in assistance to institutions that are being transformed. The initiatives above indicate the critical role that higher education plays in the development agenda and the steps taken to redefine that role.

INSTITUTIONAL CHALLENGES AND RESPONSES

At an institutional level, institutions are also being transformed to respond to new challenges. There is a view that these institutions are on the verge of changing so much as to be virtually unrecognizable (Drucker, 1999). An alternative view is that in past centuries HEIs have been able to change, adapt and continue to exist in recognizable form. The implications are that these institutions will survive the wave of change because they are adaptable, as made evident by their quick move to become entrepreneurial and innovative in their operations following the reduction of government funding. Survival means that that they are likely to continue with business as usual and not be responsive to the changes around them.

The question is: What challenges are likely to change HEIs? A more detailed discussion of the challenges that institutions face is presented by Philip Altbach in another paper in this report. This paper sums up some of the issues and how institutions have responded to them. What is significant about these challenges and the responses to them is that none seem to focus on ensuring that higher education pays attention to human and social development as part of the development agenda but concentrate mainly on their own survival under pressure. As a result, institutional responses have had a negative impact on social

structures and have increased inequity among students and faculty members.

In the past few decades, institutions have been under pressure to expand; to be more efficient as governments cut back on spending; to become more accountable to a broad range of stakeholders; and to define their role in society. In the past two decades, higher education systems have expanded rapidly, with more students and diverse programmes. Much of this growth is attributable to their responsiveness to the demands posed by globalization for more people with high-level skills. However, direct pressure for expansion has come mainly from the greater numbers of students seeking admission to institutions of higher education. Students are in search of higher qualifications that are perceived as their means for social mobility. The pressure has also come indirectly from potential employers demanding higher qualifications for employees and putting a higher value on qualifications. HEIs have responded positively to such a challenge, as they have seen the benefit of an increased source of income from tuition fees. Expansion has been relatively easy to achieve, through the increase in numbers of students and institutions, the diversification of institutions and programmes, and the use of ICTs to reach more students.

Expansion demands have raised other issues, such as the exclusion of students, mainly from lower socio-economic backgrounds, who attend schools that do not adequately prepare them to meet the admission requirements of HEIs and the perpetuation of class distinctions in society at large. For example, increased demand for access to top institutions in the USA and the need for the production of high-level skills have pushed institutions into setting admission requirements higher. US institutions are placing greater emphasis on SAT scores and raising the bar. The number of people seeking admission, which has doubled and even tripled in the past few years, means that institutions can afford to be more selective. Harvard, Princeton and Yale rejected thousands of applicants with high scores in their admissions for fall 2007. Harvard admitted 9% of 22,955 applicants, Stanford admitted 10.3% of 23,956 applicants, and Columbia admitted 8.9% of 18,081 applicants (Dillon, 2007). Increased numbers are blamed for such practices and many reasons are advanced for this trend: baby boomers' offspring making it to college, multiple applications, increased numbers of high-school graduates heading straight to college, the value of a college degree and so on. In some developing countries, governments have set limits on the number of students they fund and that has pushed more students, often the poorer ones, to opt for private education at a higher cost or to attend low-quality institutions that are not even regulated by governments.

Because of governments' budget cuts to education, another challenge faced by HEIs is to become more efficient in their operations. Governments have used different strategies to make institutions and systems of higher education more efficient. Efficiency has been achieved through exercising austerity whilst continuing to provide the services expected from institutions, but such actions have led to problems of increasing inequities among faculty members and students. For example, there have been cutbacks on hiring whilst class sizes have increased, pressure for faculty to raise money through grants for research, and the use of cheap labour for teaching. In developing countries there is an increase in the use of temporary faculty members, particularly by HEIs expanding into other, mainly developing, countries. Because such faculty members are often the best professors employed by local institutions it is likely that their work in the base institutions will be neglected in their search for additional remuneration to supplement their low salaries.

There is a fierce battle among institutions to 'steal' the best professors from each other, resulting in competition rather than cooperation. Lack of cooperation obviously has a negative impact on working together on common agendas that could include human and social development issues. In the competitive environment in which institutions operate the race is to make institutions better and to improve rankings, but there is little reference to the development agenda, particularly by institutions in developed countries. Does the problem lie in the notion that the countries in which they operate are developed? Institutions from developing countries, for example, often mention in their mission a 'contribution to national development'. Unfortunately, those institutions do not also present clear positions on what they mean by development or plans and strategies that show how they intend to contribute to development as innovators; instead, they may be seen as being 'responsive' to an agenda that has already been set. The reforms in those institutions seem to be focused on strategies to accommodate more students and generate more income. It is in this context, I would argue, that the leaders of HEIs need to spell out a role for their institutions that defines the period in which they exist rather than being defined by it. The role of higher education in human and social development is not seriously debated but assumed.

The main task – and it is a daunting one – is to develop a new role for the 21st century. From observation, institutional leaders are working hard on leading their institutions and transforming them so that their role in the new age can become clearer. There are concerns that HEIs are hard to transform and that the change process is gener-

ally very slow and often resisted by those affected. There is a body of literature that points out that institutional culture plays a role in how change takes place. Leadership plays a role in transformation and in leading institutions to buy into their vision for institutional transformation. Responses to global challenges have been varied among the leaders in the higher education sector.

GLOBAL CHALLENGES TO HIGHER EDUCATION

The role that higher education plays in human and social development has been addressed in this report mainly in Part II. The papers present a regional perspective on the role that higher education plays in regional development. There are overlaps and similarities in some areas, such as human capital development, but other roles are region-specific. The role as presented in Part II is not exhaustive but rather sums up some of the roles played by higher education and indicates a need for global solutions.

Higher education contributes to development nationally and globally and is expected to ensure that development is sustainable and that the environment is preserved for future generations. There is some recognition of the part that higher education could play but the strategies and discussions often exclude the higher education sector. For example, calls have been made by international organizations such as UNESCO and the G8 for the sector to play a role in sustainable development. At the recent G8–UNESCO World Forum on Education, Research, and Innovation in Trieste, higher education was represented by individuals, rather than organizations that would take the agenda further with their member institutions. What is disturbing is the absence, or minimal involvement, of higher education leadership in those seminars working out strategies to involve the sector. Another example was the notable absence of higher education participation at the World Summit on Sustainable Development hosted in South Africa in 2002. Academics participated as individuals interested in sustainability issues but there was no formal sector representation. The higher education sector is often left out in discussions on the world's transformation and in setting the development agenda. Another example is that of the New Partnership for Africa's Development, which did not include higher education initially, although it was later included when the sector raised concerns about being left out. Perhaps the reason why the sector gets left out is that there is no formal structure that focuses on sustainability issues in higher education other than individual researchers and small centres within institutions.

One of the criticisms worldwide is that HEIs are often isolated from the communities within which they are located – the accusation of 'ivory-towerism'. Governments are often unsure how to relate to institutions and will, out of frustration, violate their academic freedom by stepping in and interfering with institutional operations for political reasons or genuine development concerns. The role of institutions worldwide receives the lowest priority, even in institutions that regard themselves as developmental institutions. Research is still prioritized for promotions and advancement, followed by teaching and lastly community involvement or development. Academics sometimes report that they are instructed to curb their community involvement if they are on tenure track and to focus on research, because community involvement activities will not contribute to their advancement. What is needed, therefore, are institutions that are set up specifically with the mission to become involved with the community to ensure human and social development. The definition of community here is understood to be broad and includes other levels of education to which higher education could make a critical contribution.

The last issue I would like to discuss is that of the role of human capacity, with a focus on skills development. In some quarters the focus has been on the technology aspects of this and the skills required have been broken down into manual skills. There are institutions focusing on providing students with demonstrable skills and competencies needed by industry. In other quarters the focus has been on the knowledge aspects of the economy, raising concerns about developing skills for generating, accessing, configuring and using knowledge. There is concern that some of the values that are important in human and social development have been lost as institutions become responsive to the needs of the market. Values, behaviour and lifestyles that promote sustainable development are said to be receiving less attention. It is in this sense that higher education is called upon to rethink its role in social development too.

In relation to the above issues, another criticism is that there is more focus on skills that limit creativity and the development of the mind because students are only interested in acquiring skills that will render them employable. The value of learning for learning's sake has been lost, and that of pursuing knowledge for the sake of knowledge that might not seem to have an immediate use is not encouraged. Such criticisms and the ones in other papers call for a rethink of higher education's role and for a vision that is relevant in this century to the needs of a changing world.

TOWARDS A MISSION AND VISION FOR THE 21ST CENTURY

Higher education institutions are being transformed, both as individual institutions and as part of a system that is redefining its role and vision in the 21st century. At the turn of the century, many scholarly papers were produced in an attempt to chart the path that institutions would need to follow in order to remain relevant in a changing world order. The World Conference on Higher Education was one forum where such papers were produced and shared with experts and leadership in the sector. Earlier work signalled directions that could be taken to transform the sector. Presentations at an event, however, are not sufficient to transform institutions or the sector, although they are a step in the right direction. The process of change in higher education worldwide is affecting individual institutions, national systems and regional collectives. As a result, different views are articulated by leaders within and outside institutions as to what role the sector should be playing. The initiative to host a conference on the diversity of missions in Dublin in June 2007 was a step in the direction of collectively articulating a mission for the sector.

Global initiatives to transform higher education craft their thinking and vision within a framework of national institutions. This happens despite the awareness that their influence is global in terms of activities such as research and teaching. Government initiatives for the transformation of higher education systems are limited to national systems, and institutional transformation efforts are mainly limited to individual institutions. World transformation has had an impact on HEIs and the role they play in transforming the world order. Therefore, higher education's role needs to be expanded beyond national development and to be articulated in terms of global development in a collective way. The interconnectedness of developments and the effects they have in the world need to be tackled from a global perspective. I would argue that there is a need for a form of global higher education that addresses the needs of a global world.

Central to this paper is the argument that a new vision is needed to articulate the role that higher education should play to ensure balanced economic, human and social development. As argued in the earlier part of this paper, the current vision and role of higher education is articulated within the current structure of how higher education is organized, that is, within national systems of higher education or within individual institutions, and to a limited extent in a move towards more regional cooperation between HEIs.

Institutions are influenced by the world around them as much as they are able to influence the world around

them. Spies (2000, p. 22) traces the history of universities and argues that they are products and co-producers in each age in which they exist and that there is a connection between shaping that age and being shaped by it. Over the years, universities have been concerned about their relevance and responsiveness to wider society, and it is because of that concern that institutions are shaped by societal changes. It is in their search for relevance and responsiveness to external pressure that institutions are shaped.

The main challenge for institutions becomes that of being shaped by the world around them whilst also being the initiators of change. There is a tendency to focus more on being responsive to change rather than initiating it. There is a long list of global problems, some of which are highlighted by higher education scholars in their research, but little in terms of positioning the institutions to play a role in finding solutions. Part of the difficulty is that the problems are global in nature and global solutions are therefore needed. The question is how global problems should be researched and solutions found to address them.

The fundamental mission of HEIs as they are currently structured is to serve national needs, but issues such as poverty reduction, environmental issues, global terrorism, equity, diseases and continuing national conflicts cut across national borders and thus need to be addressed through strategies that are more global. There is a need for both institutions that serve national needs and those that serve global needs. The vision needs to be articulated from both perspectives, but the latter is often omitted.

The vision of the role that higher education needs to play in the 21st century is informed by earlier thoughts of great thinkers such as Tagore, who, as quoted in Sanyal (2007), claimed that too great an emphasis on nationalism in education is one of the reasons for conflicts among nations and the human race in general. Tagore's ideas led to the setting up of Visva-Bharati in 1918, a university that was regarded as a world university. This signalled a need to shift from nationalism to developing some form of 'globalism'. Typologies, such as the one presented by Duderstadt (2000), president emeritus of the University of Michigan, also signal a need for new types of institutions based on the emerging focus and activities of universities.

GLOBAL VISION FOR HIGHER EDUCATION

Establishing a different type of HEI that would address global issues such as those mentioned above is a possibility that must be considered. For the purpose of this paper I will refer to such an institution as a 'global university'.

First, an institution whose core mission is global, such as the United Nations University, must be set up, which differs from an institution whose mission is national but that is trying to address global needs. Second, its mission would have to be human and social development globally. Third, the university needs to be committed to social issues and involve various levels of society. Engaging in this way will give the institution an opportunity to rewrite its social contract, as suggested by Frederico Mayor Zaragoza in his speech on the UN Plan for Human Settlements, as quoted by Berit Kjos (2004). The proposal is put forward because it would be hard to make fundamental changes to current institutions for them to operate completely differently to the way in which they currently operate in order to meet new global needs.

Current initiatives involve setting up global centres within existing institutions in partnership with other institutions; such initiatives are good as nodes for linking national institutions to global institutions and global networks of scholars and practitioners. The setting up of global institutions should be considered the intellectual project that will define the contribution of higher education in the 21st century. There have been calls for higher education to get involved in an intellectual project. One such example is the commitment by the vice-chancellor of the University of Cape Town to ‘maintaining the University of Cape Town’s momentum towards building a global profile’, and using research as a means to develop a link between intellectual work and commercial and social development is an illustration of the point made above (Ndebele, 2001). In various speeches, the vice-chancellor has referred to the need for an intellectual project by HEIs to address development needs. The setting up of an intellectual project that links global society to research for development could be achieved by setting up global HEIs, as suggested. This line of thought is supported by Spies (2000), who also argues that institutions need to develop a new kind of intellectualism that addresses global problems.

There is a place in the sector for both national and global institutions that would be complementary to each other for ensuring sustainable development. National institutions could develop nodes or centres that link the institutions with immediate communities as well as with global institutions. Examples of such initiatives are projects within institutions that attempt to link communities of scholars and the public across institutions and disciplines, such as the H2O project set up by the Berkman Center for Internet and Society at Harvard University. The project aims to use internet technologies for the creation and exchange of ideas and the communities around those ideas both within and beyond the confines of the tradit-

ional university setting (for more information on the project see <http://h2o.law.harvard.edu/about/about.jsp>). Another example of an intellectual project that brought together scholars across disciplines was the project at the Fernand Braudel Center that sought to bridge the gap between humanities and social sciences in finding an explanation for the development of the modern world system (for further information see <http://www.binghamton.edu/fbc/fbcintel.htm>).

GLOBAL UNIVERSITIES FOR GLOBAL NEEDS

The higher education sector must take the lead in addressing global issues in a way that will contribute to human and social development. There has been a call by higher education leaders for HEIs to set up intellectual projects that address issues of social and human development. I would argue that there is a place for such projects within countries but also a need for a global intellectual project. To tackle problems on a global scale would require the establishment of global universities as new institutions – rather than trying to transform existing institutions that are deeply entrenched in the current higher education culture – to serve a new mission. Global universities as envisioned here are not to be confused with what have been referred to in the past as world-class universities. In his typology of universities, Duderstadt (2000) acknowledges a need for such institutions and refers to them as world universities. He argues that those institutions would need to be funded largely from international funds rather than by nation-states, and that their faculty, students and programmes would need to be diverse and global in nature.

Global universities in this paper refer to universities that serve as spaces for intellectual creativity beyond what current universities are doing. Creativity needs to be unleashed in the way knowledge is created and disseminated, and that has implications for how classes are taught, how research is conducted, how service is delivered and how qualifications are structured. The mission of such institutions should be to tackle global issues such as global warming and global poverty from inter- and interdisciplinary perspectives. Current global centres set up within universities are a move in the right direction, but they are constrained by hard-to-change university cultures. New spaces outside HEIs are needed for generating knowledge and packaging it for delivery and use in new ways.

There is a need for a global community organized within an institution to work together on global solutions for sustainable human and social development. A community of scholars and students would work together in

the development of a shared vision from a global perspective. Such institutions need to be established regionally, one per region, but with a global agenda in order to meet both regional and global needs, to link regional issues to global issues, and to serve as a base for a network of scholars working on common issues. The idea of a university has been used for lack of a better concept, but the proposed institution is unlikely to operate in the same manner as a traditional university. A university's additional activities, such as teaching research and community service, would be retained, but the operation mode would be different.

The mission would be twofold. First, the institution would serve local needs whilst addressing global issues. Second, it would serve as an initiator of change rather than being responsive to changes that are already taking place.

GOVERNANCE AND FUNDING

The governance structure of such an institution needs to be made up of a body that is globally representative; the majority of the members of this body, however, should be from the region in which the institution is located.

Global funds should be made available to supplement funds provided by the region. The institution should be financially independent but accountable to a governing body rather than to one particular government. Financial independence would allow the institution to set up its own priorities without the constraints of aligning them to the priorities of one particular government. Accountability should be expanded beyond financial accountability to being accountable to members of society by serving their needs and delivering solutions that will be of benefit to them.

Funding structures would need to be adapted and made more flexible to accommodate the needs of faculty that spend part of their year at such institutions, students who need to study there and for the type of activities to be conducted at such institutions.

FACULTY AND STUDENTS

Faculty at such institutions could consist of a diverse core faculty and faculty members who spend short periods of time working there away from their base institutions during their sabbatical leave or as seconded by their institutions for short or long periods. Such professors would be global professors who are not necessarily attached to one institution but rather spend time at different institutions for the benefit of more students and faculty colleagues

than those based at one institution. Such faculty could work side by side with members of the public who are knowledgeable in the area that they are working in and experts from related disciplines. Such cooperation arrangements would promote the exchange and creation of ideas on addressing global issues from different perspectives. Discipline boundaries could be crossed and traditional university pressures and restrictions that inhibit creativity could be modified, because the members working at such institutions would not be under pressure to meet the demands of qualifying for tenure. These demands often become an obstacle to focusing on community service, and under these circumstances research for publications is valued more than research with outcomes that provide practical solutions.

Students at such an institution would be a group of diverse students from the region or outside the region who are interested in learning rather than chasing after qualifications. The institution would be their learning laboratory, where there is no pressure to obtain qualifications. Creative teams consisting of faculty, students and members of the public would work side by side on topics of interest to them in order to find solutions that could be applied in the region or globally. The overall goal would be to promote the unconstrained creativity that is to some extent inhibited in traditional institutions.

LEADERSHIP

Institutional leadership does not have to come from the traditional leadership in traditional universities, which is often drawn from faculty within or outside the institution. Leaders should be drawn from the wider public, including members from the private sector and ex-politicians, for example. There is a need for global leadership that would link the institution to the global agenda. The criteria for selecting leaders should be broader and not just based on disciplinary expertise. Higher education institutions should seek people with a global vision for the institution rather than an institutional vision, and an interest in driving a global agenda.

Another characteristic should be that of being transformative, so that the institution is continuously being transformed to meet emerging needs rather than being steeped in tradition. Transformational leadership is defined in Northouse's framework (2001) as leadership that provides a vision of the future that followers are persuaded to follow, that manages the interplay between leadership and followers, and that pays attention to the needs of the followers. Higher education needs transformational leadership that will articulate a vision that rede-

finer and articulates the role of higher education systems in the 21st century. Drucker (1994), in his article entitled 'The Age of Social Transformation', argues that massive social transformation needs to be addressed by a critical mass of transformational leaders, as quoted in Berit Kjos (2004). Such transformational leaders would need to be located in a global university and concentrated at those institutions in the different regions.

PROGRAMMES

Programmes need to be structured differently from those of traditional HEIs, most of which are organized around disciplines. There is a need for new interdisciplinary programmes and new fields of study developed to meet new needs. Some non-traditional courses are already emerging at traditional universities and could be developed further and expanded in areas such as knowledge management, peace studies, global warming, poverty reduction studies and the study of new diseases. A more detailed paper on curricula that would address human and social needs would contribute to an understanding of the kind of curriculum transformation that is needed in higher education in general. Qualifications would need to be restructured because the focus would not be on the acquisition of traditional qualifications but on the acknowledgement of some form of expertise, or an update of one's qualifications, or even a reskilling process.

Lastly, I would like to comment on research, knowledge production and dissemination. New modes of knowledge production should be used, once again bringing practitioners and scientists together. Certain models of this mode of knowledge production, such as mode 1 and mode 2, could be used in HEIs. Scholars such as Gibbons et al. (1994) and Kraak (2000) have argued and made a case for a need for both applied and basic research and show that the two modes of knowledge production are interdependent.

CONCLUSION

Higher education institutions play multiple roles in society. The paper by Philip Altbach in this report lists some of those roles. The vision proposed in this paper is that of transforming HEIs so that they become initiators of change rather than just responding to external pressures and external needs. It is hard to play this role, given the traditional cultures of universities, their modes of operation and practices, which are hard to change. The very structure of an institution that has been set up to serve national needs is hard to modify to serve global needs.

Institutions have been set up by governments and are mostly funded by those governments, which expect them to serve their national needs. As a result, some institutions become instruments of government and find it hard to operate independently, particularly in developing countries, where the bulk of funding comes from governments.

There are institutional, sectoral and global expectations that need to be met through a combination of different types of institutions. The establishment of new types of institutions is not to be seen as replacing existing institutions but rather as an addition to the sector. Existing institutions need to transform themselves so that they are in a position to tackle global issues within their agenda too. The current visions and actions of institutions indicate their attempt to be relevant in a global context by shifting from internationalization to globalization. Several researchers, such as Peter Scott (1999, 2000, 2005) and Van Vught et al. (2002), have drawn a distinction between internationalization and globalization.

The proposal for the establishment of global universities is aimed at finding global solutions to global problems for human and social development. Setting up new types of institutions provides the opportunity to focus attention on human and social development needs on a global scale. Peter Drucker, the management guru, was optimistic that we are on the verge of change and that our institutions will change into an unrecognizable form. I would argue that institutions shifting away from being responders to change towards becoming the initiators of change would be a step in the right direction.

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